

**THE INFLUENCE OF USING PEER EDITING TOWARDS STUDENTS'
WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER
OF TENTH GRADE OF SMA NEGERI 17 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**



A Thesis

Submitted as a Partial Fulfillments of the Requirements for S1-Degree

By:

DYAH AYU AMALIA

NPM. 1511040231

Study Program: English Education

Advisor : Rohmatillah, M.Pd

Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG**

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ABSTRACT

The objective of the research was to find out whether or not there was significant influence of using peer editing technique towards student's writing ability in recount text at the first semester of the tenth grade of SMA Negeri 17 Bandar Lampung in the academic year of 2019/2020. In writing, the students of senior high school must deal with many kinds of text which one of them is recount text. The students still don't know whether their writing was right or not because the students have to check and revise by themselves; the students don't know the part that have to revise. Peer editing can help the teacher to teach students how to write in right way and also improve cooperation among students, students' critical thinking and train students to communicate well with friends.

This research was conducted by using quasi experimental design with pre-test and post-test design. The population of the research was the tenth grade of SMA Negeri 17 Bandar Lampung. The total sample of the research was 64 students that were taken from 2 classes, X MIPA 1 and X MIPA 2. They were 31 students for experimental class and 33 students for control class. In collecting the data, the researcher used writing test as the instruments. After giving the post-test, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that $\text{Sig}=0.241$ and $\alpha=0.032$. It means that the H_0 is accepted and there was significant influence of using peer editing technique toward students' writing ability in recount text at the first semester of the tenth grade of SMA Negeri 17 Bandar Lampung in the academic year of 2019/2020.

Keywords: *Peer Editing, Quasi Experimental Design, Recount Text, Writing Ability.*

DECLARATION

I hearby that this thesis entitled “The Influence of Using Peer Editing Technique Towards Students’ Writing Ability in Recount Text at the First Semester of the Tenth Grade of SMA Negeri 17 Bandar Lampung in the Academic Year of 2019/ 2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various and they are properly acknowledged in the next.



Bandar Lampung,

2019

Researcher,

DYAH AYU AMALIA
NPM.1511040231



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL

Title : THE INFLUENCE OF USING PEER EDITING
TECHNIQUE TOWARDS STUDENTS' WRITING
ABILITY IN RECOUNT TEXT AT THE FIRST
SEMESTER OF TENTH GRADE OF SMA NEGERI 17
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2019/2020

Student's name : DYAH AYU AMALIA
Student's number : 1511040231
Study program : English Education
Faculty : Tarbiyah

APPROVED

To be tested and defended in the examination session
at Tarbiyah Faculty, State Institute of Islamic Studies, Raden Intan Lampung

Advisor

Rohmatillah, M.Pd
NIP. 198105082007102001

Co-Advisor

Agus Hidayat, M.Pd
NIP.

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A research proposal entitled: **“THE INFLUENCE OF PEER EDITING TECHNIQUE TOWARDS STUDENTS’ WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA NEGERI 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020,**
by : **DYAH AYU AMALIA, NPM: 1511040231, Study Program: English Education,** was tested and defended in the examination session held on: Thursday, January 02nd, 2020.

Board of Examiners:

The Moderator : Iwan Kurniawan, M.Pd

The Secretary : Sri Suci Suryawati, M.Pd

The First Examiner : M. Sayid Wijaya, M.Pd

The Second Examiner : Rohmatillah, M.Pd

Advisor : Agus Hidayat, M.Pd







Mengetahui
Dekan Fakultas Tarbiyah dan Keguruan



Prof. Dr. H. Nurva Diana, M.Pd
NIP. 196408281988032002

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

“For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease

(QS. Al-Insyirah : 5-6)”¹



¹Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

DEDICATION

This thesis is dedicated to:

1. my beloved parents, Mr. Nur Hidayat and Mrs. Mulyati who always pray for all the best to me and give me motivation to study hard until now,
2. my beloved brothers Zakaria Bahtiar and Damar Galih Muhammad who always give me spirit and support for my success,
3. my beloved friends they are Devita Virdani, Eka Julianti, Inggrit Urbaning Pangestu, Dessy Mualifah, Eka Nur Hayati and Diana Maya Sari who always give me spirit and support for my success,
4. my beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher name is Dyah Ayu Amalia. She was born in Simbar Waringin on February 11th, 1998. She is the second child of three children of Nur Hidayat and Mulyati (alm). She has two brothers whose name are Zakaria Bahtiar and Damar Galih Muhammad.

The researcher graduated from SDN 1 Sukaraja in 2009. Then, she continued her study at SMP UTAMA 3 Bandar Lampung and graduated in 2012. She continued her study at SMK SMTI Bandar Lampung and graduated in 2015. In the same year, she is registered as a student of English study Program of Tarbiyah and Teacher Training Faculty of English Department of UIN Raden Intan Lampung.



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Alhamdulillahirrabil'alamin, praise be to Allah, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers.

This thesis entitled “The Influence of Using Peer Editing Technique Towards Students’ Writing Ability in Recount Text at the First Semester of the Tenth Grade of SMA Negeri 17 Bandar Lampung in the Academic Year of 2019/2020”.

This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aid, support and many valuable things from various sides.

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2. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.
3. Meisuri, M.Pd, the Chairperson of English Education Study Program of Raden Intan State Islamic University of Lampung.

4. Rohmatillah, M.Pd the advisor, who has spent countless days to give correcting this thesis for its betterment.
5. Agus Hidayat, M.Pd, the co-advisor, who has always patiently guided, helped and countless time that has given to the researcher to finish this thesis.
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8. Syawaluddin, S.Pd, as the English teacher and all teachers of SMA Negeri 17 Bandar Lampung who have given the guidance and spirit in conducting this research.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.



Bandar Lampung,
Researcher

2019

Dyah Ayu Amalia
NPM: 1511040231

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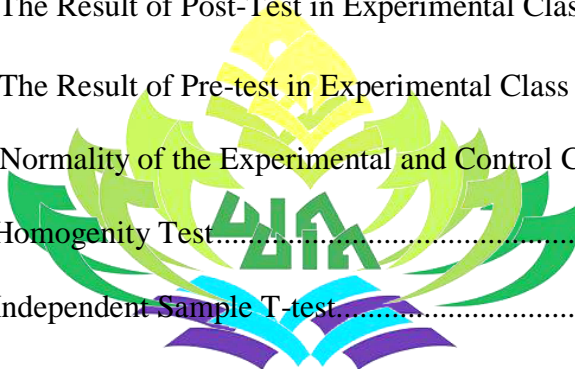
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Many different languages exist throughout the world. Language is the way we use to convey ideas from one mind to another, and language acquisition remains one of the most interesting aspects of human development.² Language is often used to socialize, among others, or how to communicate with others. Because by mastering the language they can develop with the language they learn. Moreover, language is the most important part of the communication section. In language, they can express their opinions. Therefore, language is the most effective communication tool used to communicate between humans and language can develop better.

Language certainly has a function. The language function is the goal you want to achieve when you say or write something.³ When using language, of course, there is a certain purpose that you want to convey verbally or in writing. These goals vary such as conveying ideas, voicing opinions, etc. As said by Brown that language is used for communication.⁴ Writing is an activity that is used as a memo tool or practice tool to help students practice and work with the language they have learned.⁵ Many students lack interest in learning writing skills in their foreign language. Whereas writing

² Dominic Castello, *First Language Acquisition and Classroom Language Learning: Similarities and Differences*, ELAL College of Arts & Law University of Birmingham Edgbaston Birmingham B15 2TT : United Kingdom, p.3.

³ Jeremy Harmer, *How To Teach English*, New Edition (Endinburgh Gate : Pearson Education Limited, 2007) p.76.

⁴ H Douglas Brown, *Principles of Language Learning And Teaching*, 5th Ed, (Pearson Education), p. 17.

⁵ Jeremy Harmer, *Op.Cit*, p. 112.

is an important activity to deepen the students' foreign language abilities that have been learned. Therefore students need to practice their writing activities so that they can develop and develop their foreign language skills.

Writing is a productive activity that almost all students do every day. Writing activity is of course not just making free what they think. Of course, the author also needs to pay attention to the grammar structure that the author use, the use of good and correct expressions, as well as the selection of diverse vocabulary. As raimes said that writing also strengthens the structure of grammar, idioms, and vocabulary.⁶ Based on these theories, writing is a difficult activity to do because students should understand about structure in writing and also they have to develop ideas that they want to make for writing.

Based on preliminary research in SMA Negeri 17 Bandar Lampung at the tenth grade, by interviewing Mr. Syawaluddin as tenth grade English teacher. He said that he used self-correction technique to teach writing. The writer found out some students' problems in writing ability. He said that the students' problems in learning writing are (1) the students still cannot develop and express their ideas to write, (2) the students do mistakes due to lack of vocabulary, (3) the students' grammar is incorrectly.⁷

The writer also asked the teacher about the students' English ability especially in writing recount text. From that interview, the writer also got the data that showed

⁶ Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

⁷ Asni Meutiara, Teacher's of SMA NEGERI 17 Bandar Lampung, *An interview*, On Thursday, October 8th, 2019.

more than 60% of students of tenth grade did not pass the minimum score as shown on the table 1.

Table 1
Students' Recount Text Score at the Tenth Grade of SMA NEGERI 17
Bandar Lampung in the Academic Year of 2018/2019

No	Score	Class				Total	Percentage
		X MIPA1	X MIPA2	X IPS1	X IPS 2		
1	≤ 70	18	20	24	27	89	66.14%
2	>70	13	13	11	9	46	33.86%
Total		31	33	35	36	135	100%

Source: The data from English teacher of SMA NEGERI 17 Bandar Lampung.

From the data on table 1, it can be drawn that from fifty-two students of tenth grade of SMA Negeri 17 Bandar Lampung there are 89 students (66.14 %) got score under KKM. Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still face difficulties in writing recount text.

Based on the questionnaire that the writer gave to the students, the writer also found three factors of students' problems in learning English, especially in writing recount text. The students found the problems in developing and expressing their ideas, the students have difficulties to find the meaning of vocabulary, writing with grammatical correctly. Besides, the class condition and teacher's technique in teaching-learning process is not interesting, because the students should make an essay, then students correct an essay by themselves. After it,

teacher asked students to collect completed essay to teacher without tell them about what their mistake.⁸ Therefore students lack understanding about writing skills.

Related to the explanation above, the researcher concluded that in improving students 'writing skills, teachers must use various effective methods or techniques to improve students' writing skills, there are many types of techniques or methods that can be used in teaching and learning, especially in writing. One of them is peer editing. This technique can help students write in the recount text.

In the previous research Fitriyana, "Improving the Students' Ability in Writing Descriptive Text Trough Peer Editing Method at the Eighth Grade of MTs Muhammadiyah 1 Ponorogo in 2014/2015 Academic Year" revealed that, through peer editing, they can learn together from their friends how to write good and correct. The editors get valuable editing practice which enables them to edit their own work better in the future.⁹

In addition, the previous research by Kurniati, Dian, Evi, The Effect of Peer Editing Technique toward Writing Skill in Narrative Text of the First Year Students at SMAN 3 Rambah Hilir, to determine the effect of using the Peer Editing Technique, in that study, they found significant results at post-test in using

⁸ Bintang, Dita, Zahra, etc. Students Of SMA Negeri 17 Bandar Lampung, A Questionnaire on Thursday, January 17th, 2019.

⁹ Fitriana, "Improving The Students' Ability In Writing Descriptive Text Trough Peer Editing Method at The Eighth Grade of MTs Muhammadiyah 1 Ponorogo In 2014/2015 Academic Year", (a thesis Department of English Education, Faculty of Tarbiyah, University of Muhammadiyah 1 Ponorogo, 2014/2015).

Peer Editing Technique.¹⁰ Thus, it can be concluded that the Peer Editing Technique is a significant or good way of writing skills. Because in peer editing students can find out the mistakes they are making and students can increase their knowledge of the technique. In this research, the writer focused on writing skills in recount text by using peer editing techniques. Peer Editing Technique can help the writer received input and guidance, and it also helps the peer editor understand how to improve his or her writing.

Based on the explanations, there are difference between the previous research and present research. The first previous research has been done in MTs Muhammadiyah 1 Ponorogo by using peer editing technique in descriptive text. The second research has been done in SMAN 3 Rambah Hilir by used peer editing technique in narrative text. And the present, research was conducted in SMA Negeri 17 Bandar Lampung by using peer editing technique in recount text to increase their critical thinking and improve their writing ability.

Referring to explanations above, the researcher conducted an experimental the research entitled ‘The Influence of Using peer Editing Technique Towards Students’ Writing Ability in Recount Text at the First Semester of the Tenth Grade of SMA Negeri 17 Bandar Lampung in the Academic Year of 2019/2020.

¹⁰ Kurniati, Dian, Evi, “*The Effect of Peer Editing Technique Toward Writing Skill in Narrative Text of The First Year Students at SMAN 3 Rambah Hilir*” (a scientific work, University of Pasir Pangaraian, 2015).

B. Identification of the Problem

Based on the background of the problems, the writer identified problems such as :

1. The students' writing recount text-ability was still low.
2. The students got difficulties in developing and expressing their ideas due to lack of vocabulary.
3. The students got difficulties in writing with grammar correctly.

C. Limitation of the Problem

Based on the background and the identification of those problems, the writer limited the problem only on the influence of using Peer Editing towards students' writing ability in personal recount text.

D. Formulation of the Problem

Based on the identification and limitation of that problem, the writer formulation the problems as follows:

Is there a significant influence of using Peer Editing Technique towards students' writing ability in recount text?

E. Objective of the Research

Related to the problem formulation, the objective of the research is to find out whether or not there is a significant influence of using Peer Editing Technique towards students' writing ability in recount text.

F. Significance of the Research

The writer expects the findings of this research might bring the following benefits.

1. Theoretical Contribution of the Research

For the theoretical contribution, the result of this research will expect to support the previous theories about Peer Editing to improve writing ability, especially recount text writing ability.

2. Practical Contribution of the Research

a. For the teacher

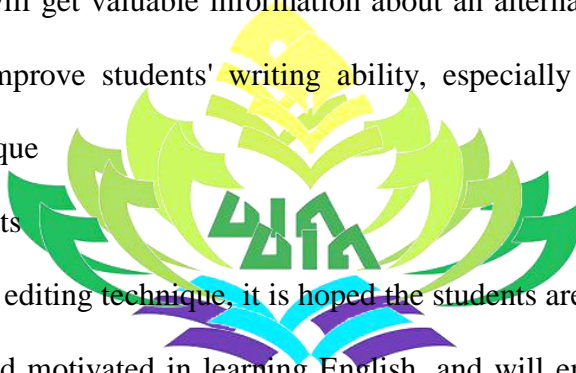
The teacher will get valuable information about an alternative technique to be used to improve students' writing ability, especially the use of peer editing technique

b. For the students

By using peer editing technique, it is hoped the students are more interested, understand and motivated in learning English, and will encourage them to improve their writing ability

c. For the other researcher

The researcher can be a reference for the other writer in using peer editing techniques to improve students' writing recount text.



G. Scope of the Research

1. Subject of the Research

The subject of this research was the students at the first semester of the tenth grade of SMA Negeri 17 Bandar Lampung.

2. Object of the Research

The object of this research was the students' recount text writing ability and the use of Peer Editing.

3. Time of the Research

The research was conducted at the first semester of the tenth grade of SMA Negeri 17 Bandar Lampung in the academic year of 2019/2020

4. Place of the Research

The place of this research was at SMA NEGERI 17 Bandar Lampung. Jl. Soekarno Hatta, Pidada, Panjang, Kota Bandar Lampung, Lampung 35241.



CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theory

1. Writing

a. Definition of Writing

There are various ways to convey information, one of which is by writing. Writing is a communication activity in the form of delivering messages or information in writing to other parties using written language as a tool or media.¹¹ That is, writing is a media or tool that can be used to convey information or a message to someone who wants to be addressed.

Caroline says writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in a manner that is polished and comprehensible to readers.¹² In making good writing the writer must find an idea and develop the idea, then the idea that the author has developed in interesting writing work. But also, the author needs to pay attention to vocabulary selection, grammar structure, and pay attention to the use of punctuation. So that readers can understand the intent and content of the writing.

¹¹ Dr. H. Dalman, M.Pd., *Keterampilan Menulis*, (Jakarta : PT Raja Grafindo Persada, 2012), p. 3.

¹² Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc. Graw Hill, 2005), p. 98.

According to Hogue, writing is more than just using correct grammar.¹³ Besides grammar the writer also needs to pay attention to the purpose of the writing, the topic to be discussed, paying attention to coherence and cohesion. Supported by Byrne that writing is a number of sentences that must be coherent.¹⁴

Based on the theory, it can be concluded that writing is an activity that must be done well. In writing, there are several factors needed so that the writing we write can be understood and understood by the reader because writing is a medium or tool for conveying certain information or messages.

b. Writing Ability

Nunan indicates that writing is usually considered the most difficult skill to obtain and only has to be taught after students learn other skills. In terms of skills, producing coherent, smooth and extended writing is probably the hardest thing to do in language.¹⁵ For some students, this is a difficult part at the time of writing, because when writing students should develop their writing so that it looks interesting and easy to understand. Besides, the author also needs to pay attention to the coherence of writing whether it has been related to each other. Not only that, but the author also needs to pay attention to the fluency in writing, such as whether the writing has been smooth in the selection of good vocabulary and the

¹³ Alice Oshima and Ann Hogue, *Writing Academic English*, (New York:Longman, 1999), p.3

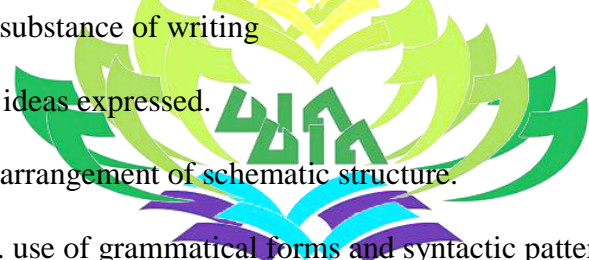
¹⁴ Doon Bryne. *Teaching Writing Skill*, (New York: Longman, 1988),p.2.

¹⁵ Javad Javadi, *A Study on the Relationship between Iranian EFL Learners' Beliefs and Their Writing Ability*, *International Journal of Applied Linguistics & English Literature*. Vol. 1 No. 4, September 2012, p. 2. (<http://journals.aiac.org.au/index.php/IJALEL/article/view/764>, accessed on Desember 5th 2017)

structure of writing. Therefore writing is a difficult part of the students because many processes must be understood.

Jozsef states that writing is the most complex human activity that involves the development of design ideas, capturing representations of mental knowledge, and experience with the subject.¹⁶ That means the writer must have the ability to express or develop ideas. Besides, the author needs to have extensive knowledge of the writing he wants to make. Not only that the author also has experienced so that the writer can express his experience. This is needed so that readers can receive information clearly.

According to Tribble, writing has some components that must be own by the writer in order to write well. The components are:

- 
1. Content:
 - a. substance of writing
 - b. ideas expressed.
 - c. arrangement of schematic structure.
 2. Grammar:
 - a. use of grammatical forms and syntactic patterns.
 - b. use of past tense.
 3. Organization:
 - a. organizing its contents
 - b. generic structure settings
 4. Vocabulary: choice of words.
 5. Mechanics: capital letters, punctuation, and spelling.¹⁷

¹⁶ Horvath Jozsef, *Advanced Writing in English as A Foreign Language*, (New York :Lingua Franca Croport, 2001), p.5

¹⁷ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

From the definition above, the researcher concluded that the writing ability is a difficult skill to acquire and the most difficult to do. Because in writing ability the students not only explore their ideas and feelings in a written form but also the students should have the ability in writing. Ability in writing is an important way to deliver information through a language mastered by both the reader and the writer. We can produce a well-written form if we have the ability in writing.

c. Writing Process

The writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).¹⁸ That is, writing as a process of our mind to produce good writing from the beginning to the last written and what type of writing we want to make. In writing, we also use media such as paper, pens or pencils.

There are also different processes in the stages that the writer takes in producing writing, but the typical model identifies four stages: pre-writing; compile/compile; revise; and edit.¹⁹ The pre-writing activity in question is so that students can brainstorm about the topic chosen. At the preparation stage, students will choose and compile the results of the brainstorming session to provide a plan of what the next process they want to do. After that students check back on the results

¹⁸ Jeremy Harmer, *How to Teach Writing*, Op. Cit, p.4.

¹⁹ Ibid, p.6.

they have made, if students have already checked and there are poor results, editing is done on the results of the students' work.

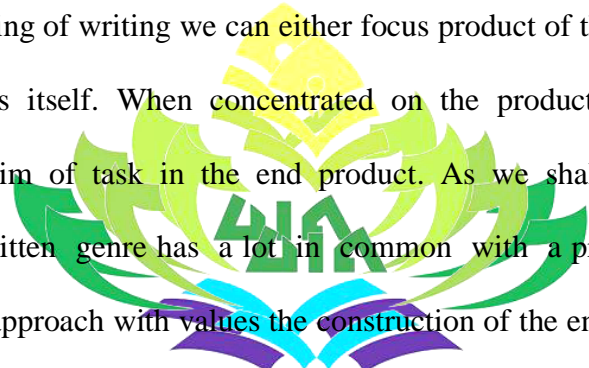
From that explanation, the writer concludes that the writing process is a process of ordering something in the form of written language. The students make good writing if they follow rules of writing process such as begin with planning, drafting, editing, and final version.

d. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follow:

a. Process and Product

In the teaching of writing we can either focus product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product. As we shall see bellow, a consideration of written genre has a lot in common with a product approach to writing, i.e an approach with values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself).



b. Genre

A lot within a discourse community in very genre bound. In other words, the writers construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what writing we do to help students learn language or to do test them on that language.

c. Creative Writing

A term creative writing suggest imaginative task, such as writing poetry, stories, and plays. Such activities have a number of features to recommend them.

Chief among these is that the end result is often felt to be some kind of achievement and that “most people feel pride in their work and want it to be read”. This sense achievement is significantly more marked for creative writing than for others more standard written products.

d. Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantages of the presence of others to make writing cooperative activity, will great benefit to all those involved. In one example of such an approach, group writing allowed the lecturer to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students.

e. Building the writing habit

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three Don't sentences for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggest, or describing the film scene a piece of music makes them feel or write stories that the music “tells them to write”.

f. Writing for learning and writing for writing

Writing for learning is the kind of writing we do to help students learn language or to test them on that language. The same is true when we get them to write (say for test) four sentences about what they wish about the present and the past. When we ask students to design a good magazine advertisement, however

we can do this so that they may become good at writing at writing advertisement. When we get them to write narrative, it is their ability to write story that counts, not just their use of the past tense.²⁰

Based on explanation above, it can be conclude that approaches in teaching writing have six stages. The approaches in teaching writing are Process, Product, and Genre, creative writing, writing as cooperative activity, building the writing habit, and writing for learning and writing for writing. Approaches in teaching writing are very important to the students, because the students will get knowledge and creativity from the approaches.

e. How to Teach Writing

Teaching is a process of transferring knowledge from teacher to the students. Brown said that the teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²¹ Grasha also said that teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved with in area of study.²² So, teaching is a process of guiding and facilitating the learners to gain knowledge in field of the education. Yet, teacher also has to use their imagination, experience and intuition in choosing appropriate content and the most effective method/technique/strategy in order to make students interest to learn and more actively in classroom activities. Teaching writing is a combination of some

²⁰ Jeremy Hermer, *The Practice of English Language Teaching* (4th edition), (Cambridge: Pearson Education Limited, 2007), p.325-330

²¹ H. Douglas Brown, *Principle of Language Learning and Teaching*, 4th Edition, (California: Addison Wesley Longman, 2000), p.7

²² Anthony Grasha, *Teaching with Style*, (United State of America: Alliance Publishers, 2002), p. 113

activities which is students here are being taught how they express their ideas or imagination in the written form. Harmer stated that “spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has consciously learned.”²³ In correlation to teaching writing, Harmer point out that there are some important consideration that needs to be concerned in such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics.²⁴ Those statements mean that in teaching writing, teacher should not only focus to teach their student to write a sentence but also expressing their idea into written form. Then, the teacher also needs to give suitable guidance in order to make students beable to organize their ideas in written form properly.

f. How to Test Writing

In teaching writing there are several how to test writing for to the students. There are three designing assessment task for writing skill, they are as follows:²⁵

1. Imitative Writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

a. Task in (Hand) writing letters, words, and punctuation.

²³ Jeremy Harmer, *How To Teaching English*, (New England: Longman, 2004), p. 3

²⁴ *Ibid.*, p. 40

²⁵ Athur Hughes, *Testing for Language Teachers*, (2ndEditon), (Cambridge: University Ppress,2003), p.83-85

1. Copying
 2. Listening cloze selection task
 3. Picture-cued task
 4. Form completion task
 5. Converting numbers and abbreviation to words
- b. Spelling task and detecting phoneme-grapheme correspondences
1. Spelling test
 2. Picture cued-task
 3. Multiple choices techniques
 4. Matching phonetics symbols

2. Intensive (Controlled) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker ability to combine or use words correctly. No new information is passed on from one person to the other.

- a. Dictation and Dicto-Comp
- b. Grammatical transformation tasks
- c. Picture cued tasks

1. Short sentences
2. Picture description
3. Picture sequence description
- d. Vocabulary assessment tasks
- e. Ordering tasks
- f. Short answer and Sentence completion tasks
3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- a. Paraphrasing
- b. Guided question and answer
- c. Paragraph construction tasks
 1. Topic sentence writing
 2. Topics development within a paragraph
 3. Development of main and supporting ideas across paragraphs.
- d. Strategic options
 1. Attending to task
 2. Attending to genre

From the explanation above, teaching writing skills as well as important skill other skill because when students find the new words, they often think and

write it for their language. From studying about writing, the students will know how they use their punctuation, grammar, vocabulary, spelling, and all that include in writing. In this research the researcher use peer editing technique for teaching learning descriptive text. Based on the explanation the researcher use designing assessment by responsive and extensive because the instrument in the task the researcher ask to the students to write a paragraph of descriptive text that include in paragraph construction task.

2. Text

a. Definition of Text

According to Halliday, the text is a "semantic unit" or unity of meaning.²⁶ the text consists of morphemes, phrases, clauses, sentences, and other linguistic units. On the other hand, the text is something that is related to the language that is applied in writing or verbally. Text is produced and interpreted between two people in a particular context, because humans use language to communicate with others.²⁷ Which has meaning, the text is an order of words that are used to provide information, explain the meaning and so on.

Furthermore, Derewianka said, a text is a language, oral, or meaningful writing.²⁸ Text is a unity of language that has content and form, both oral and written conveyed by a sender to the recipient to convey certain messages. So the text consists

²⁶ Emi Emilia, Pendekatan Berbasis Teks, (Bandung : PT Kiblat Buku Utama, 2011), p.14.

²⁷ Lihong Shen, Context and Text, (Theory and Practice in Language Studies, Vol. 2, No. 12, pp. 2663-2669, December 2012) available on : <http://www.academypublication.com/issues/past/tpls/vol02/12/28.pdf>

²⁸ Beverly Derewianka, Exploring How Text Work, (Laura street Newtown: primary English teaching association, 1990), p.17.

of several words. Not only that, the text consists of content, namely the ideas or mandate that the author wants to convey to the reader.

Based on the theory above, the text is a unit that contains content, ideas, or mandates that have meaning and are arranged in such a way that can provide information or can explain the meaning. the text is not only written but also oral.

b. Types of Text

According to Gerot and Wignel genre of texts as follows :

1. Spoof Text: Spoof text is to retell on an event with a humorous twist.
2. Recount Text: Recount text is to retell events for the purpose of informing or entertaining
3. Report Text: Report text is to describe the way things are, with reference to arrange of natural, mode, and social phenomena in our environment.
4. Narrative Text: Narrative is a type of text that has a purpose to entertain the readers or to teach.
5. Descriptive Text: Descriptive text is to describe a particular person, place or thing.
6. Procedure Text: Procedure is a type of text to tell how to do something.
7. Exposition: Exposition is a kind of paragraph that is used in giving information, making an explanation, interpreting meaning, it includes editorials, essays, informative and instructional materials.
8. News Item: News item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

9. Discussion: Discussion to present at least two points of view about an issue.
10. Anacode: Anecdote to share with others an account of an unusual carousing incident.
11. Review: Review to critique an art work, event for a public audience.²⁹

From this explanation, it can be concluded that many types of texts must be mastered by students in writing to improve students' writing skills. In this case, the researcher only focuses on the ability to write student recount text because the form will be included as material that must be studied by students for the tenth grade.

c. **Recount Text**

According to Rojas, recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events to inform or entertain (or both).³⁰ Recount text is a text that recounts events in the past. An incident is an event they have done or they experienced. On the other hand, in recount text, when recounting events in the past should be told in sequence or chronologically, so that the reader can know from the author's experience. Not only that if the authors write the event clearly then someone who reads will certainly get new knowledge. Therefore at the time of writing a composition of the type of recount text, we must tell clearly so that we can provide new knowledge for the readers.

²⁹ Linda Gerot and peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.152-171.

³⁰ Virginia Rojas, *Language Features of Seven Writing Genres*, 2010.

Grace says recount text is a text that tells the reader or listener what happen in the past through a sequence of events.³¹ In the recount text usually tells about the experience during the holidays or other fun experiences. In the recount text, there is no conflict, because in recount text only tell a pleasant experience in the past.

According to Anderson and Anderson, a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened.³² For some people maybe the past should not always be remembered. But in recount text, everything is related to the past. In this text, someone talks or writes about the experience they have experienced. The events they have experienced are reviewed in this text. When reviewing the event should be detailed and clear. Therefore, recount text is a text that covers the past based on their experience.

Based on several definitions, the researcher concludes that recount text is a text that retells past events or experiences. The aim is to inform or entertain the reader.

d. Types of Recount Text

Rojas states three definitions of types of recount text, such as :

- a. Personal Recount – these usually retell an event that the writer was personally involved in.
- b. Factual Recount – recording an incident, e.g. a science experiment.

³¹ Dian Sukma, *A Study On Writing Recount Text*, Journal of English Education Vol. 1 No. 1 (June 2015), p.66, available on: http://ejournal.upp.ac.id/index.php/jee/article/view/1287/pdf_6

³² M. Anderson, and K. Anderson, *Text Type in English 2*, (South Yarra:Macmillan Education Australia, 2003), p.48.

- c. Imaginative Recount – writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.³³

Based on the discussion above the researcher chose the personal recount text for this research.

e. Features of Recount Text

Language features in the recount text include:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
2. Individual Participants focused on specific participant's stories.
3. Past tense such as went, ate, ran, etc
4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
5. Action verbs, a verb that shows the events or occurrences, such as stay, climbed, killed, etc.
6. Adverb and adverb phrase to a showplace, time and way, such as.³⁴

from the statement, there are many kinds of language features in the recount text such as noun, adverb, past tense, individual participant, time and action verb.

f. Generic Structure of Recount Text

Included in the type of text, recount text has a structure including:

1. An orientation providing information about who, where, and when;

³³ *Op.Cit*, Virginia Rojas, p.10.

³⁴ *Op.Cit*, Virginia Rojas, p.10.

2. A record of events usually recounted in chronological order;
3. Personal comments and/or evaluative remarks interspersed throughout the record of events;
4. A reorientation, which rounds off the sequence of events.³⁵

Related to the explanation that the recount text consists of an orientation that describes the participants, place and time. It also described several events that occurred in the past. Then an orientation stating the author's comments. Moreover, participants include events in sequence.

3. The Student's Writing Ability in Recount Text

Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it can know your thoughts, ideas, and feelings as near to what you want to convey.³⁶ According to Tribble states, there are five scoring criteria for the scoring of writing, they are content, language use, organization, vocabulary, and mechanics.

Recount text is a series of events in the past and it has its own generic structure. Recount text consists of orientation which introduces the participants, place, time, events which describe some events that happened in the past and reorientation which states the personal comment of the writer.

³⁵ Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.124.

³⁶ Devinder Sharma, <https://www.quora.com/What-is-meant-by-writing-ability>

As a result, writing ability in recount text is the ability to write the story that past tense or retell the experience to inform or to entertain the audience with good mastery of aspects of writing like contents, organizations, vocabularies, languages, and mechanics.

4. Peer Editing Technique

a. Definition of Peer Editing

According to Oshima, peer editing is an interactive process of reading and commenting on a classmate's writing.³⁷ When writing an essay without being aware we have mistakes in terms of language selection, content, grammar, etc. therefore the task of a corrector is to correct his friend's writing. Harmer says that peer-editing is a valuable element in the writing process where encourages students to read other students' work where it does not.³⁸ That is, most people are lazy to read, but in this technique, we are required to read the work of others they have written. The goal is so that it can find out the location of errors of the writing and we give advice to the author for the writing can be better again.

Emmons in hastini *et.al* state that the students need to realize that the best writers have people to help them edit and polish their work. It is also supported by Simmons that learning how to provide peer editing and feedback is a skill that will be necessary and valuable for writing class.³⁹ Zemach and Rumisek say, showing

³⁷ Alice Oshima, Ann Hogue, *Introduction To Academic Writing*, (3th ed) (Pearson Longman, 2007), p. 194.

³⁸ Ahmad Syakirman, *Using Peer Editing To Improve Students' Writing Skill*, Literary Criticism Journal Vol. 3 No. 2 (Juni 2016), p.60, available on: <http://jurnal.unived.ac.id/index.php/jlc/article/view/354/325>

³⁹ Sri Sari S. Togero, SriatiUsman, Hastini, *Improving Writing Skill of The Ninth Grade Students Through Peer Editing Technique*, e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014-ISSN 2331-1841, (4 march 2014), available on: <http://id.portalgaruda.org/?ref=browse&mod=viewarticle&article=184190> .

your work to another student is a very useful way to improve your writing. This is called peer editing. You read your partner's writing and your partner read yours. Your comment on your partner's writing and your partner comment on yours. You might talk together, write comments on a sheet that your instructor gives you, or write directly on your partner's work.⁴⁰ When we read the work of others, of course, our knowledge will increase. In peer editing, students can find new ideas that they have not known before, not only that students can also correct the contents of the writing. So that both the writer and the corrector can learn from the writing.

Peer editing did not correct papers but help the authors correct their own mistakes by pointing out faults and making them clearer to the author. That's because it's easier to recognize other people's mistakes than to see their own mistakes and will always help show your writing to be seen by others. Please note, if, the process of editing a friend does not replace the evaluation of the teacher or less appreciate its value. This is a step between peers by avoiding paper submissions.

b. Procedure of Peer Editing Technique

According to Balushy the steps of doing peer editing are mentioned as following:

- a. Students choose their peers.
- b. Students exchange papers.
- c. Students are given rubric sheets they provided.
- d. Students put their names on the papers they are to edit.

⁴⁰ Darothy E Zemach, Lisa A Rumisek, *Academic Writing From Paragraph To Essay*, (Oxford:Macmillan, 2003), p. 21.

- e. Students read the essay.
- f. Editors underline the mistakes.
- g. After finishing, students get their papers back.
- h. Based on the feedback they receive, students have to correct their mistakes.
- i. While correcting their mistakes, they should consult the editor for clarification.
- j. Remind them to negotiate their mistakes with the editor and it is not guaranteed though that all the peer's suggestions are correct.
- k. Students are allowed to use dictionaries and class notes while correcting their mistakes.⁴¹

Based on Zemach and Rumisek, there are several steps in peer editing, such as:

- a. Read your partner's work several times. The first time, just read from the beginning to the end. Ask yourself, 'What is it about? What is the writer's purpose?'
- b. On your second reading, go more slowly and look at specific parts of the writing and make notes.
- c. Look for topic sentences and concluding sentences.
- d. Note places where you have trouble understanding something, where there seems to be unnecessary information, or where there is not enough information.

⁴¹ Kurniati, Dian Sukma, Evi Kasyulita, The Effect of Peer Editing Technique Toward Writing Skill in Narrative Text of The First Year Students at SMAN 3 Rambah Hilir, journal University of Pasir Pengaraian, Vol. 1, No.1 (2015), available on: <http://e-journal.upp.ac.id/index.php/binggrisfkip/article/view/300> .

- e. Let the writer know which parts of the text are especially strong or interesting.
- f. Ask questions. This is a good way to let the writer know where he or she could add more information.
- g. Circle or underline words, phrases, and sentences that you wish to comment on.
- h. Don't look for grammar or spelling mistakes. Pay attention just to the content and organisation of the work.⁴²

According to Karegianes, there are some certain steps a teacher should follow and some issues to keep in mind. Those steps are choosing the peers, letting the students exchange papers, telling them to use the rubric sheets you provided, giving the students time to read through the essay, underlining the mistakes and writing the editing symbols above by editors, getting their papers back after finishing, having the students correct their own papers based on the feedback they receive, consulting the editor for clarification while correcting their mistakes.⁴³

Based on the statement above, there are several steps in peer editing, such as: The activities of students doing paper swapping activities. After that, the editor read the essay. Then the editor corrects the author's errors. The editor gives advice or feedback. Next, the paper is returned by the author, then the editor and the

⁴² Darothy E Zemach, Lisa A Rumisek, *Academic Writing From Paragraph To Essay*, (Oxford:Macmillan, 2003), p. 58.

⁴³ Tusino, The Effectiveness of Peer Editing to Improve the Students' Essay Writing Skill, available on: <http://journals.ums.ac.id/index.php/humaniora/article/download/861/580>.

author clarify and correct their mistakes. So, the researcher was using the procedure of peer editing by Zemach and Rumisek theory.

c. Peer Editing Form

Based on Oshima, there are several peer editing work sheet: ⁴⁴

No	Questions	Yes	No	Comment
1.	Do you understand everything? If you think there are some difficult words or sentences to understand, write them and your comment.			
2.	Is there a topic sentence? Is the topic sentence consists of a topic and a controlling idea. Write your comment.			
3.	Are there some supporting sentences? Is there enough information or explanation or example for every supporting sentence? Write your comment.			
4.	Do you find some information that is out of the topic or the central idea? Write your comment.			
5.	Is there a concluding sentence? Write your comment.			
6.	Do you think this paragraph has enough transition signals? Write your comment.			
7.	Do you still have any other comments to improve this paragraph? Write your comments.			

4. Advantage and Disadvantage of Peer Editing Technique

a. Advantage of Peer Editing

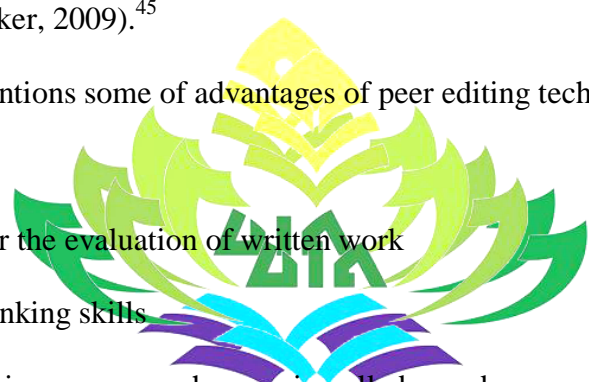
Peer Editing has been advocated in several studies for a number of benefits. For example, Hyland mentions that peer feedback encourages the student to participate in classroom activity and make them less passively teacher-dependent. Yarrow and Topping claim that peer feedback plays a pivotal role in

⁴⁴ Alice Oshima, Ann Hogue. *Writing Academic English*, Fourth Edition. Pearson Longman (2007).

"increased engagement and time spent on-task, immediacy, and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Moreover, using peer editing can leadless writing apprehension and more confidence as well as establish a social context for writing. Yang et al., said that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009).⁴⁵

Mary Meinecke mentions some of advantages of peer editing technique, they are:

The editors:

- 
1. Develop tools for the evaluation of written work
 2. Learn critical thinking skills
 3. Learn to recognize errors such as misspelled words, grammar errors (e.g. subject-verb agreement), etc.
 4. Learn to correct errors and identify problems in their peers' writing as well as to transfer these skills to their own writing.
 5. Learn how to evaluate both the form and the content of the writing, thus giving the students a much more developed sense of the writing process, and a better awareness of spelling and punctuation rules, etc. This, in turn, helps the

⁴⁵ Maryam Bijami, *Peer Feedback in Learning English Writing: Advantages and Disadvantages*, *Journal of Studies in Education*, Vol. 3, No. 4, ISSN 2162-6952, (2013), available on: <http://www.macrothink.org/journal/index.php/jse/article/viewFile/4314/3623>

students understand how they, themselves, will be evaluated later on by the teacher.

6. Are made more sensitive to the grading process.
7. Can use their peers' work as a source of ideas and vocabulary.

The writers:

1. Receive feedback on the form and content of their work
2. Are given an opportunity to correct grammar, spelling, and punctuation mistakes, clarify unclear language and improve their writing.
3. Get ideas and suggestions for content.
4. Are made aware that other students have similar writing problems (Hafernik 1983).
5. Are made more sensitive to the grading process.
6. Can use their peers' revisions as a source of ideas and vocabulary.
7. Are helped with their language acquisition and development.
8. Learn to deal with and accept constructive criticism and suggestions.⁴⁶

Therefore, peer editing very many benefits or advantages, because it can provide feedback to the author and in addition, the author also got advice from the editor.

b. Disadvantage of Peer Editing

Despite its perceived benefits, Durako describes the disadvantages of using peer editing technique, they are:

⁴⁶ Mary Meinecke, *Use of Peer Revision and Peer Editing in ESL/ EFL Writing*, Vol. 27, No.1, (University of Monterrey, 2003)

1. Peer Editing is not a core skill, it is difficult enough finding time to teach writing and simple editing skills.
2. It takes time to introduce a peer editing assignment, both the professor's time and the student's time. The professor must budget time for creating the peer editing exercise, preparing the instruction, explaining the assignment and reviewing the result of the peer edits.
3. It take training, it should introduces a new skill that requires training to be effective. Students need to be taught how to review their peer's writing.
4. The first- year program is too soon, its mean that the students complain that they do not know enough about legal writing to be capable peer editors.
5. Some students do not benefit from peer editing, outliers- those at opposite tails of the normal curve- often benefit least from teaching techniques such as peer editing. The strongest students find there is little for them to gain from editing poor writers' work.⁴⁷

Based on the above statement, peer editing has advantages such as making students less dependent on teachers, students can play an active role in the classroom students can provide suggestions, students can add new insights, etc. But, peer editing also has weaknesses It can be said that, peer editing is consuming time technique in the class, and difficult enough finding time to teach writing and simple editing skills. Its take time to introduce a peer editing assignment and also some students do not benefit from peer editing technique. It

⁴⁷ Jo Anne Durako, *Perspectives: Teaching Legal Research and Writing*, Southern Illinois University School of law and the University of Missouri- Kansas City Schools of Law willco-host the first "Central Region LRW/ Lawyering Skills Conference, September, 1999), Vol.7, p.1-2

can be concluded that peer editing techniques have some weaknesses and advantages because each technique in teaching certainly has advantages and disadvantages.

5. Self-Correction Technique

a. Definition of Self-Correction Technique

Self-Correction is a concept which is closely connected with self-correction is "clear autonomy", i.e. When learners are encouraged to correct their own mistakes.⁴⁸ It means, self-correction is a way for teachers to allow students to correct mistakes from the essays they make. Besides, self-correction also makes students more independent and can know the joys of their essays. Sultana defined, self-correction technique which engages students to correct their own errors.⁴⁹ Every essay made by students must have errors even if it's a lot or a little. Therefore, self-correction techniques are used to correct their own mistakes and they know their own mistakes.

Based on the theory, it can be concluded that self-correction is a technique used to correct student essays. But, self-correction is not the correct teacher, just the student. So that, by self-correction students can find out the faults of the essays they made.

⁴⁸ Reza Pishghadam, Mohammad Reza, Paria Norouz, *Self-correction among Iranian EFL Learners: An Investigation into their Preferences for Corrective Feedback*, Journal of Language Teaching and Research, Vol. 2, No. 5, pp. 957-962, September 2011, accessed on march 23th 2019 available on : <https://pdfs.semanticscholar.org/d6f6/27e21d897fe3415ffd7d039cdeca52d0dfb.pdf> , p.958.

⁴⁹ *Ibid.*

b. Procedure of Self-Correction Technique

There are some steps of teaching writing by using self correction that must be involved by the student are as follows:⁵⁰

1. Choose the topic. It deals with the topic that will be described by the students.
2. Planning the topic and the steps.
3. Writing and revised the draft.

The students begin to write attending the aspect of writing. After finishing, they start to revise the draft. In this step, the self-correction is use. This technique builds the students' awareness based on some explanation that will be explained by the teacher and the students should realized what happens to their writing.

c. Advantage and Disadvantage of Self-Correction Technique

a. Advantage of Self-Correction Technique

There are some advantages of self correction, they are:⁵¹

1. Self Correction is believed to instill in the learner feelings of self-sufficiency and success and provide them with the opportunity to take a more active role in their own learning.
2. Self correction helps weak students away from dependency on the teacher for correction.

⁵⁰ Yosua Permata Adi*, Cucu Sutarsyah, Ari Nurweni, *The Use of Self-Correction in Teaching Recount Text Writing*, available on : <https://media.neliti.com/media/publications/192097-EN-the-use-of-self-correction-in-teaching-r.pdf> , accessed on : march 23th 2019.

⁵¹ Abdul Majid Khan Rana, Uzma Perveen, *Motivating Students Through Self Correction*, Journal of Educational Research Internaational, Volume 2 (2), 2013), p.194 available on: [http://www.erint.savap.org.pk/PDF/Vol.2\(2\)/ERInt.2013\(2.2-23\).pdf](http://www.erint.savap.org.pk/PDF/Vol.2(2)/ERInt.2013(2.2-23).pdf) . accessed on: march 23th 2019.

3. Can boost the level of confidence of the learner.
4. Learners appreciate individualized. It enables them to understand what their strengths and weaknesses are.

From the explanation above, the authors conclude that, self-correction has several advantages including being able to be more active in their learning. Besides that, it can make students more independent. Also, makes students more confident. So that, they can understand their weaknesses and strengths.

b. Disadvantage of Self-Correction Technique

According to Iseni, disadvantages of self-correction are:⁵²

1. It is difficult to be applied.
2. Teachers do not accept the procedure of self-correction.

Based on the theory it means that, with using self-correction students may not be able to correct themselves and consequently become distrustful of their abilities. Students may feel under pressure because they feel afraid to correct their essays. Students may feel correcting is correct and doing more damage than good. Self-correction is potentially time consuming.

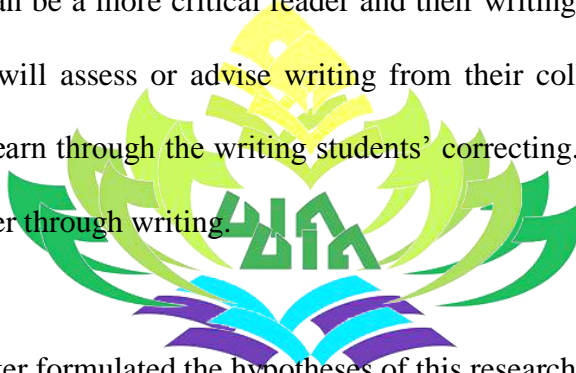
B. Frame of Thinking

The learning process is the main activity at school. There is an interaction between teacher and student and valuable education. The teaching and learning process is carried out and guided to achieve maximum results. To achieve

⁵² *Ibid*

maximum results, teachers must be able to design learning models based on the subject matter and to train students' thinking. Many factors can improve students' writing in teaching English, the concept above shows the research process to improve students' writing to apply peer editing techniques.

Peer editing allows writers to find out what their writing looks like to someone else. Reviewers can help you discover what you've written is. Peer feedback sessions can lead to the creation of students who can assess and improve their writing. By responding to someone else's writing, a student can become more critical readers and reviewer their writers.⁵³ By responding to someone else's writing, a student can be a more critical reader and their writing reviewer. In this technique students will assess or advise writing from their colleagues, then the corrector can also learn through the writing students' correcting. So, students can learn from each other through writing.



C. Hypothesis

Hypothesis The writer formulated the hypotheses of this research as follows:

Ha : There is a significant influence in using peer editing technique toward students' writing ability in recount text at the first semester of the tenth grade of SMA Negeri 17 Bandar Lampung in the academic year of 2019/2020.

Ho : There is no significant influence of using peer editing technique toward students' writing ability in recount text in the first semester of the tenth grade of SMA Negeri 17 Bandar Lampung in the academic year of 2019/2020.

⁵³ Ann Rosnida, Zainor Izat Zainal, *Peer-editing Practice in the Writing Classroom: Benefits and Drawbacks*, *Advances in Language and Literary Studies*, Vol. 2 No. 1; January 2011, (accessed on : May 21st, 2019)

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